DOCUMENT RESUME

ED 387 467 SP 036 242

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TITLE The Establishment of a High School Media Center Volunteer Program as a Solution to Media Center Staff Shortage.
PUB DATE 95
NOTE 62p.; Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; Higher Education; High Schools; High School Students; *Learning Resources Centers; Masters Programs; *Personnel Needs; *Staff Utilization; *Student Volunteers; *Volunteers; Volunteer Training
IDENTIFIERS *Volunteer Management; *Volunteers In Education

ABSTRACT

This practicum report describes a volunteer program that was established to resolve staff shortages in a high school media center. Three target groups were involved. The first target group was composed of the current adult volunteers. The second target group was made up of teachers who served their required duty in the media center. The third target group was composed of students who volunteered for duty during after school hours. There were three objectives for the program. The first was to increase the number in Target Groups I and III by 100 percent. The second was to make sure the members of Group II were satisfied with their work in the media center and with the training they received. The third was to increase the media tasks completed by 20 percent. Strategies included establishment of procedures and guidelines, recruitment and training of volunteers with careful matching of volunteer needs and program needs, the development of a volunteer handbook, and continuous rewards and recognition. Success was measured by surveys, a volunteer tally, and a chart of completed tasks. The findings indicated that the first and third objectives were met, but the second one was not accomplished. Appendices include the surveys, the volunteer tally form, and the chart of completed tasks. (Contains 12 references.) (Author/ND)

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ED 387 467

THE ESTABLISHMENT OF A HIGH SCHOOL MEDIA CENTER VOLUNTEER PROGRAM AS A SOLUTION TO MEDIA CENTER STAFF SHORTAGE

by

Martha H. Hasty

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A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

February 1995

SP036 242

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Abstract

The Establishment of a High School Media Center Volunteer Program As a Solution to Media Center Staff Shortage.
Hasty, Martha H., 1995. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Media Centers/School Libraries/ Libraries/ Media Specialists/ Volunteers/Volunteer Training/ Secondary Schools/ High Schools

This practicum report describes a volunteer program that was established by the author to resolve staff shortage in a high school media center. Three target groups were involved. The first target group was composed of the current adult volunteers. The second target group was made up of teachers who served their required duty in the media center. The third target group was composed of students who volunteered for duty during after school hours. There were three objectives for the program. The first was to increase the number in Target Groups I and III by 100 percent. The second was to make sure the members of Group II were satisfied with their work in the media center and with the training they received. The third was to increase the media tasks completed by 20 percent. Strategies included establishment of procedures and guidelines, recruitment and training of volunteers with careful matching of volunteer needs and program needs, the development of a volunteer handbook, and continuous rewards and recognition. Success was measured by surveys, a volunteer tally, and a chart of completed tasks. The first and third objectives were met, but the second one was not accomplished. Appendices include the surveys, the volunteer tally form, and the chart of completed tasks.

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CHAPTER I

Purpose

Background

Staff shortages have been a problem for media centers nationwide. As reported by Sadowski and Meyer (1994), the national average was 926 students per media specialist. The average number of students per media specialist in all of the schools in the United States reached an all-time low of 814 in 1989, but the trend has reversed since then and the number has steadily climbed. With the increased responsibilities of media specialists due to the technological advances of the modern media center, these numbers made it impossible for media specialists to provide all the help needed and expected by teachers and students.

An attractive, two-year-old media center was the setting for this author's practicum. It was in the largest of two high schools in a coastal community with a rich historical background. The community's largest industry was tourism and most of the other businesses were related to tourism directly or indirectly. The county rated first in the state in the production of potatoes and cabbage. A considerable portion of the community's 86,000 residents were senior citizens. The community's middle to low socio-economic level was due, in great part, to the large number of senior citizens living on fixed incomes.

The high school was located approximately three miles from the center of the city in the northwest section of the community. It had a variety of programs to help meet the needs of the individual student. The programs ranged from special education to vocational education and included Dual Enrollment and Advanced Placement classes. In addition, the implementation of the Tech Prep program of study began with the 1994-1995 school year. Tech Prep combined high level academic courses with a technical core to promote entrance into highly technical post secondary programs at a community college or technical center.

The students in this ninth through twelfth grade high school numbered approximately 2,000 with a faculty of 105, seven administrators, and 34 support staff. There were almost 100 more males than females in the student population. Although African-Americans were only 12 percent of the surrounding community's population, they made up 22 percent of the school's population. Seventy-five percent of the students were Caucasians; the remaining three percent consisted of Hispanics, Asians, and Indians. Approximately 23 percent of the students received free or reduced price lunches. Because of the school's location, over half of the students were bussed to school daily from outlaying, more rural locations. The population also included students from the state deaf and blind school who had been mainstreamed into regular classes. The student attendance rate for the target school was 86.6 percent as compared to the state average of 91.1 percent. The

student mobility rate was 38.8 percent as compared to the state's 34.9 percent.

The faculty consisted of 36 male Caucasians, 55 female Caucasians, four African-American males, seven African-American females, and two Indian males. Twenty-four faculty members had 20 years or more of experience with 42 members having 10 to 19 years of experience and 25 having four to nine years of experience. Sixty-four percent of the faculty members held Bachelor Degrees while 36 percent held higher degrees.

Beginning in the 1993-94 school year, the school adopted a block schedule with three instructional periods of 100 minutes and one instructional period of 50 minutes each day. With a few adjustments, the block schedule continued in the 1994-95 school year. Students were enrolled in a total of seven classes with first period meeting daily. The remaining six classes met every other day. There was no activity period scheduled into the school day.

The original school was built in 1960 and the media center was remodeled in 1977. The school's new media center was included in a major building project that took place two years ago. The old media center, containing 6,000 square feet and six rooms, was converted to an art complex. The modern, 18,000 square feet media center was part of a new wing and it was built with 13 rooms, including a group projects room, a media production room, a technical processing room, a professional library, and a television studio.

As a service to the students and faculty, the media specialists began a very successful program last year by extending the hours of operation until eight o'clock on Wednesday evenings. The media specialists alternated their time schedules weekly so that there was always one media specialist on duty during these evening hours. Often there were over 100 students using the media center during the extended hours.

The author of this practicum was one of two media specialists. The media specialists were assisted by one media aide. Another part-time member of the media staff taught two classes of television production. The author's responsibilities included providing access to information inside and outside of the media center and assisting students and staff in identifying appropriate information resources. The author also provided instruction in information skills and in the production of materials, such as transparencies, slides, lettering, and computer graphics. Other responsibilities included providing recommendations and assistance to individual teachers, scheduling media center activities, developing and organizing a comprehensive collection of materials, planning and maintaining the budget, developing and implementing policies and procedures necessary for the operation of the media center, promoting the media center program, and supervising the support staff. Although the author was not the designated department head, the two media specialists equally shared responsibilities. The author also served as an advisor to the National Honor Society.

Problem Statement

Four years ago, a major cutback in personnel took place in the target school district, especially in the number of teacher aides. This resulted in the loss of one media aide in the target high school which left two media specialists and one media aide comprising the media staff. Providing the same services with one less staff member was a difficult adjustment. The media center was much smaller at that time with only six rooms; therefore, each person had two rooms to supervise. When the new, and larger, media center opened two years ago, no new staff members were hired. With thirteen rooms and 18,000 square feet to supervise, that made each staff member responsible for 4.33 rooms. This task was virtually impossible, especially considering the additional services that were expected to be rendered in the new facility due to an increased collection and new technological equipment available.

The high school was involved in a Southern Association of Colleges and Schools (SACS) study three years ago. The faculty committee and the visiting committee both recommended that high priority be given to hiring additional media staff members so that the new facility could be fully utilized. Another recommendation was that the school implement a volunteer program to provide assistance in clerical and instructional areas, including the operation of the media center.

As the school's enrollment fluctuated around 2,000, that meant that there were 1,000 students per media specialist. The number of students per media specialist in Florida averaged 800 (Sadowski and Meyer,

1994). This meant that each media specialist was working with 200 more students than the statewide average.

According to the criteria of a survey compiled by the Office of Educational Research and Improvement of the U.S. Department of Education and reported by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) (1988), the target media center did not meet the standards they established to be classified as a high service program. The criteria for high service and the statistics for high service programs in high schools with enrollments over 1,000 are found in Appendix A (p. 37). As can be seen on page 39, the number of the target media center staff fell well below the seventy-fifth percentile of those high schools with enrollments over 1,000 that met the criteria for high service programs. Those media centers at the seventy-fifth percentile had 4.7 paid staff and 18.8 adult and student volunteers.

The target media center scored low in a Media Center Needs Assessment (Appendix B, p. 40) given to the department head or representative of four major departments (Language Arts, Science, Social Studies, and Foreign Language) and the media center staff. With a Likert scale ranging from four to one with four being the highest, only seven of the 15 items were given a score of four. Only three of the 15 items did not receive a score of one. Overall, the predominant score was two, which indicated a great need to improve the services of the media center and to strive toward meeting the criteria for high service programs.

Although there had been a few volunteers working in the media center in the last few years, a more formal program for volunteers was nonexistent. Two volunteers began lending assistance for the first time three years ago. During the first year of operation of the new media center two years ago, there were four volunteers who worked on a regular basis. Only one of those continued to volunteer. Although the school hired a part-time volunteer coordinator last year in response to the self-study and at the request of the school improvement team, that coordinator was not successful in recruiting any additional volunteers for the media center.

In summary, three years ago each media staff member had 2,000 square feet and two rooms to supervise. When the new media center opened, each media staff member had 6,000 square feet and 4.33 rooms to supervise. That was an increase of 4,000 square feet and 2.33 rooms for each paid employee. Second, three years ago, the SACS members recommended that additional media staff be hired and also, that the school obtain volunteer help for clerical and instructional areas. At the beginning of the 1994-95 school year, none of the recommendations had been completed for the media center. Third, under the criteria for high service programs in high schools with enrollments over 1,000, the target media center should have had 4.7 paid staff and 18.8 adult and student volunteers in order to qualify as a high service center. The target media center had only three paid staff and one volunteer. The discrepancy was 1.7 paid staff and 17.8 volunteers. Finally, each of the media specialists

at the target school had to service 200 more students than the state average and 74 more than the national average.

In light of the fact that the district had not budgeted any funds to hire additional media personnel in the near future, the writer investigated alternative means of providing assistance in the media center. The investigation led to the identification of three target groups.

Target Group I consisted of current adult volunteers who were not paid members of the school's staff. Two mothers of students, two males who were former students, and a female that was a retired media specialist made up the final Target Group I members.

Target Group II consisted of teachers who "volunteered" to serve their duty in the media center. Each teacher at the target high school was required to work one duty period every other day. Although these teachers were not working on their own free time, they chose to work in the media center rather than less desirable places in the school. There were four females and three males in Target Group II from the Social Studies, Language Arts, Foreign Languages, Mathematics, and Science Departments.

Target Group III consisted of students who volunteered for duty during after school hours, including Wednesday nights. This group included National Honor Society members, Media Production students, and Television Production students. The final group numbered nine with seven female volunteers and two male volunteers. Two of them were in National Honor Society, Media Production, and Televion Production. The

other seven were in National Honor Society or one of the production classes.

Outcome Objectives

The goal of this practicum was to establish a Media Center Volunteer Program that would increase the skills and knowledge of the volunteers and increase the efficiency of service to the school's students and staff. The following outcome objectives were written for this practicum:

1. Over a period of 12 weeks, Target Groups I and III will increase in number by 100 percent as measured by the Volunteer Program Tally (Appendix C, p. 43).

2. After a period of 12 weeks, 80 percent of Target Group II will demonstrate increased satisfaction with working in the media center and with training received to complete assigned tasks as evidenced by completion of the Duty Teacher in the Media Center Survey (Appendix D, p. 45).

3. After a period of 12 weeks, a 20 percent increase in the amount of tasks completed will be verified by the Chart of Completed Tasks to be completed by paid and volunteer staff members (Appendix E, p. 47).

The author chose to implement this practicum to help increase the assistance in the media center because the author was majoring in Educational Media through the Nova Southeastern University's Masters Program. The media program should ensure that students are effective users of ideas and information. In today's technological world of

information resources, it is especially important that students receive assistance in identifying, locating, and interpreting information inside and outside of the media center so that they may become lifelong learners.

CHAPTER II

Research and Solution Strategy

All of the researchers and writers that were reviewed for this practicum were unanimous in their opinion about the value of the library media program. A key study undertaken in recent years concerning library media programs was reported by Lance, Welborn, and Hamilton-Pennell (1993). The study, tabulated after surveying 221 public schools in Colorado from 1988 to 1989, was conducted to determine the answers to these questions: Is there a relationship between test performance and library media center expenditures? What characteristics of library media programs help to explain this relationship, if there is one? Does the instructional role of library media specialists help predict test performance?

It was determined that "students at schools with better funded LMCs (Library Media Centers) tend to achieve higher average test scores, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated" (p. 93). The researchers indicated that the size and variety of a library media center's collection and the size of its staff were found to be important characteristics of the media program. The instructional role of the media specialists was also found to be a predictor of students' test performance.

Another survey, completed a few years earlier, was reported by AASL and AECT (1988). It was conducted by the Center for Education Statistics of the United States Department of Education. Surveys of 3,839 public schools nationwide collected not only information on numbers of staff, expenditures, facilities, and collections, but also gathered information on the services and technology provided by media center programs. In order to determine schools with high service programs, each school was given a score on the basis of how many of the 22 services (Appendix A, p. 37) its media center offered. Two points were given for each service routinely performed and one point was given for each service occasionally performed. Schools with scores of 32 and above were designated as high service programs. It was concluded that the schools that met the criteria for high service should be used as a model for other media center programs. Seventy-five percent of the high service programs in high schools with enrollments over 1,000 had two FTE (full-time equivalent) certified professional staff members and 2.8 nonprofessional staff. Ninety-five percent had three certified professional staff members, one other professional staff, and 5.1 nonprofessional staff.

Sadowski and Meyer (1994) described another study done by survey in 1994. The data was collected by questioning school library officials in state departments or state libraries in all states and the District of Columbia about the funding, enrollments and media center staffing in Full-Time Equivalent (FTE) figures. It was concluded that the District of

Columbia had the best ratio of students per school library media specialist (454:1) and California had the worst ratio (6,248:1) with Florida ranking somewhere in the middle with 800:1.

At an annual conference of the Special Libraries Association, Fredenburg (1989, p. 4) urged librarians to implement volunteer programs and to view volunteers as supplements to existing staff. Fredenburg argued that "monetary pay does not mean that a hire is a better worker or that a volunteer takes the job less seriously than does salaried staff." Kibbey (1987, p. 15) stated that volunteers "helped bridge the gap between desired services and a tight budget." In regard to student volunteers, Lundgard (1987, p. 13) wrote that they are indispensable.

> Without the help of students, our library would not be able to process over 500 new books and audiovisual software each year, staff the circulation desk every period from 7:30 a.m. to 5 p.m., and man a busy reserve book section for every department in our school.

According to Elam, Rose, and Gallup (1992), the volunteer spirit is alive and volunteers nationwide are only waiting to be asked to help in their public schools. In a survey of 1,306 adults carried out in 1992 by the Gallup Organization and Phi Delta Kappa, public education was the key issue. One of the questions asked, concerned the willingness of the respondent to work as an unpaid volunteer in any of the public schools in the community. Fifty-nine percent responded that they were willing, 34

percent said they were not, and seven percent responded that they didn't know.

Wyly (1992) recommended implementation of a structured volunteer program in answer to reduced staff levels and tight budgets. In a report about volunteers in research libraries, Wyly stated that volunteers are people who do necessary work, part-time, and without pay and that all of the elements of good personnel administration should be considered when working with volunteers. Those include recruitment, orientation, training, setting objectives, evaluation, motivation, retention, recognition, and termination. Volunteers should be regarded as staff, even though they do not receive pay. Wyly argued that an outstanding volunteer should have strong affection and commitment to the library, be reliable, and be willing to recruit other volunteers. Training should be structured and rewards should be plentiful. Wyly (p. 328) concluded that:

> Managing volunteers day to day draws on skills, techniques, and patience. It calls for policies and guidelines similar to those required in managing student assistants--concise training, well conceived procedures, and tasks or projects suited to short periods each day over months rather than years. Recruiting volunteers demands a population of individuals who have time to give and who can understand and share in the institutional mission.

Numerous articles on volunteer programs in the school library media center reported similar conclusions. Clarke (1992, p. 14) stated that "many librarians view volunteers as more trouble to train and schedule than their productivity warrants" and that "working with volunteers

requires good management, flexibility, and people skills." Clarke listed seven strategies for a volunteer program:

1. Know the district and building policies on volunteers. Follow these procedures.
2. Write your philosophy regarding adult volunteers.
3. Share your philosophy with your supervisor and the library staff.
4. Brainstorm with the staff to develop a list of possible volunteer activities.
5. Recruit volunteers.
6. Be flexible.
7. Evaluate the program continuously.

Clarke suggested recruitment by advertising in school newsletters sent home to parents, the daily school bulletin, local newspapers, and radio stations.

Morris (1992) reported that organization is the key to an effective volunteer program and that the first step should be appointing a chairperson to oversee the program. The next step should be to decide on the number of volunteers needed and the number of hours per week they are needed. Morris suggested that a procedural manual be developed as a training tool and that the value of volunteers is relative to the training they receive. Media specialists should schedule volunteers to perform jobs that use their special skills and should constantly recognize volunteers for their contributions.

McHenry (1988) agreed that volunteers should be solicited through the school and local newspapers and radio, but also suggested the school's parent-teacher organization and the local senior citizens organization should be used for recruitment. Another key point

mentioned by McHenry was the importance of appointing a volunteer coordinator who has leadership qualities and is willing to manage others. The coordinator should have specific guidelines written by the media specialist and a manual containing basic library information and identification of procedures and tasks. Some of the tasks suggested by McHenry include serving students and faculty, circulating materials, shelving books and media, processing materials, repairing materials, and assisting students on computers.

McHenry suggested a registration form for keeping volunteer records. Besides the usual information, the form should include the volunteer's reasons for volunteering so that the media specialist can better match the program needs with the needs of the volunteer. Volunteers should be provided with a convenient time schedule and suitable work space and be made to feel a part of the staff. They should also be recognized and rewarded often. The media specialist should find time to communicate with each volunteer and always offer to write letters of recommendation when a volunteer chooses to leave. McHenry concluded that "the success of a volunteer program depends on an invisible but tangible spirit of cooperation and value in human beings working together for the good of the library program" (p. 47).

In a study carried out in the media center of an elementary church school, Dale (1992) devised a program for more effective use of volunteers. Dale (p. 6) stated that "the basic role of volunteers in the media center was to enable the media specialist to pursue professional

duties by relieving the media specialist of routine clerical duties whenever possible." Not only did volunteers in that study work on the campus, some of them worked at their homes. The director of the program had planned to have detailed interviews with each potential volunteer, but found it to be too time consuming. Instructional units explaining volunteer duties were developed and included pretests and posttests. Although the use of the instructional units was successful, the use of pretests and posttests was not successful because some volunteers felt threatened by the tests. Dale recommended that regular meetings for potential volunteers be held in place of personal interviews. The agenda for the meetings would include the expectations and needs of both the program and the volunteers, task descriptions, and possible schedules. One of the key reasons for the meetings would be to generate a feeling of team spirit.

Dale also suggested that the media specialist mail monthly calendars with agreed upon days and hours to each volunteer. A duty roster was not successful in Dale's study, so Dale recommended the use of a chart with labels for various duties on the top and names of volunteers down the side. The chart included movable markers labeled with each day of the week to indicate the duties assigned to each volunteer. It was also suggested that additional responsibilities be given to specific volunteers so that they would be able to feel confidence and pride in their work.

In summary, Lance, Welborn, and Hamilton-Pennell found that the size of a school's library media center staff had a major impact on the academic achievement of its students. AASL and AECT discovered that 95 percent of the high schools with enrollments of over 1,000 and with high service programs had four professional staff members and over five nonprofessional staff members. Sadowski and Meyer reported that, nationwide, the number of students per media specialist was steadily rising. While Elam, Rose, and Gallup reported that there were plenty of willing volunteers, Fredenburg and Lundgard recommended implementing volunteer programs. Wyly, Clarke, Morris, McHenry, and Dale essentially made the same recommendations concerning the establishment of volunteer programs. Careful planning and organization, thorough recruitment, effective training, ongoing evaluation, and constant monitoring should be key factors in a volunteer program. The appointment of a volunteer coordinator, a comfortable atmosphere, careful matching of tasks to volunteers, and numerous rewards and recognitions would also be important to the success of the program.

The solution strategy proposed by the writer was a combination of the successful strategies discussed in the previous pages. A volunteer program as recommended by Clarke (1992), Morris (1992), Dale (1992), and McHenry (1988) was to be established with careful planning as the first step. That included learning district policies, developing a philosophy toward the program, and establishing procedures and guidelines to match the needs of the media center program as

recommended by Clarke. The second step was to be the recruitment of volunteers through the daily school bulletin, the school newspaper, the parent-teacher organization, and the local senior citizens' organization as suggested by McHenry. An experienced volunteer was to be appointed as program coordinator as recommended by Morris and McHenry.

After sufficient numbers had responded to the recruitment effort, an orientation meeting was to be held as advised by Dale (1992). During this meeting, the prospective volunteers were to be provided with a clear understanding of the requirements of the program and of their role within the school and the media center. They were to be given an opportunity to sign up for specific periods of assistance and to inform the media specialist of any special skills, knowledge, needs, or concerns that were crucial. A registration form containing vital information was to be completed by each person as advised by McHenry.

Training was to be a combination of formal workshops, on-the-job experience, and old volunteers teaching new volunteers. Since all of these methods had been successful, the media specialist was to implement all of them. As the training was ongoing, each volunteer would gather handouts and other information and be given an opportunity to contribute to a handbook to be used for future volunteers.

Monthly reminders were to be sent to all volunteers and a daily chart with task assignments was to be kept as recommended by Dale. Some volunteers would be given assignments that they alone were responsible for and others would share tasks. Individual attention was to be paid to

each volunteer as often as possible by the media specialist as suggested by Wyly (1992). They were to be asked to complete a survey of their thoughts and feelings about the program. As suggested by most of the authors mentioned, rewards and recognition were to be plentiful, including a holiday reception with school and county administrators invited.

CHAPTER III

Method

During the 12 week implementation period, a daily journal enabled the author to record implementation events, accomplishments, and evaluative data. See Appendix F (p. 50) for a sample page of the daily journal. The writer devoted the first few weeks of implementation to organization of the volunteer program and recruitment of volunteers.

The first step in organizing the volunteer program was done during week one. It was to establish specific needs of the program and then develop guidelines and procedures to address those needs. The needs that were established were one volunteer for each day of the week; volunteers to perform clerical tasks; volunteers to assist students with computers, CD-ROMS, and other electronic resources; volunteers to input data into the electronic card catalog; volunteers to assist on Wednesday evenings; improvement of the adult-pupil ratio in the media center; enhancement of the school and community relationship; and volunteer satisfaction from time spent in the media center.

The guidelines and procedures were established as follows:

Guidelines and Procedures of the Media Center Volunteer Program

1. Volunteers will adhere to all district and school policies for volunteers. The first step is to complete a district volunteer application form and give permission for personal background

screening. The next step is to attend a volunteer orientation meeting to be informed of school policies, rules for students, etc.

2. Each volunteer will complete a Volunteer Program Tally form. The media specialist will use forms and informal discussions with volunteers to match the needs and skills of volunteers to duties assigned.

3. A program coordinator will be appointed. The coordinator will assign duties, create schedules, and develop a volunteer handbook under the direction of the media specialist.

4. Volunteers will attend formal training sessions along with individual training by the media specialist, other media staff, and experienced volunteers.

5. The media specialist will confer with volunteers on a regular basis to learn about any concerns, needs, etc. The media specialist will reward volunteers as often as possible.

Recruitment of volunteers began during the first week of implementation. The coordinator of the Retired and Senior Volunteer Program (RSVP) was informed of the plan to recruit media center volunteers. Exhibiting enthusiasm, the coordinator offered assistance by putting an announcement in the next RSVP newsletter. The target school's activities director was also helpful by publishing an article in the school newspaper and in a newsletter to parents. The writer wrote recruitment notices to be included in the daily bulletin and the daily intercom announcements. There was also a segment included in the weekly television program produced by the Television Production class.

Finally, all volunteer and paid media staff members kept track of completed tasks for the Chart of Completed Tasks during week one.

The writer began the search for a program coordinator during week two. After considerable thought, it was decided to ask a new teacher who is a media center duty teacher and a part of Target Group II and who had volunteered extensively in the media center in the past. The former volunteer agreed to accept the position with excitement and enthusiasm.

The foremost responsibility of the program coordinator was to develop a volunteer handbook. The handbook was to include media center policies, general school information, maps, forms, and step by step instructions to the most common volunteer duties. The handbook was intended to eliminate questions or doubts of new volunteers and, hopefully, to diminish interruptions of the media staff.

The teachers who had duty in the media center composed Target Group II and were referred to as "duty teachers" by the writer. Their duties included assisting students, processing and circulating materials, manning the circulation desk, filing materials, and straightening shelves. Each teacher in this group was given the Duty Teacher in the Media Center survey during the second week of the implementation period.

The writer had planned to hold three formal training sessions that would include the duty teachers, but the results of the first survey indicated that most of these teachers did not wish to spend their own time attending training sessions and preferred to be trained during their duty times. After realizing that it may have been an unreasonable

expectation, the writer made the decision to train each duty teacher individually. Of course, it was much more time consuming and there were numerous times when the duty teachers could not be trained because the media specialist was busy elsewhere.

In the early weeks of the implementation period, the other media specialist on the staff was involved in a serious accident and was not able to return to work for two months. This setback had a great impact on the implementation plan as that meant that the writer was the only media specialist available. Therefore, finding time to train duty teachers individually was especially difficult.

Ongoing individual training for Target Groups II and III began during week three. All volunteers completed the Volunteer Program Tally. This form not only asked for basic information about the volunteer, but requested a list of special needs or skills so that the writer could carefully match the needs of the program with the needs of each volunteer before assigning tasks. Target Group I volunteers were also required to complete a "Volunteer in Education" form which is required by the target school district. As of this week, there was one volunteer in Target Group I and one in Target Group III.

The target school's first Open House for parents was held during this week. The writer developed recruitment flyers and distributed them during the Open House by sitting at a table close to the main entrance of the school. A number of parents expressed interest in volunteering.

Many parents said they would love to spend volunteer hours in the media center if they didn't have to work full time.

Informal discussions were held with each duty teacher during week four. From those discussions, the author was able to make formative evaluations concerning the progress of Target Group II. Most of the duty teachers appreciated the attention they were being given and expressed positive feelings about having duty in the media center. Each one of the duty teachers, along with the other volunteers, was given an apple and a bookmark. Individual training of all volunteers continued during week five and the writer continued to attempt to make contact with potential volunteers. The one volunteer in Target Group I was given the Individual Volunteer Survey (Appendix G, p. 52). This survey was to determine satisfaction with tasks assigned and training received and feelings about the volunteer program.

The program coordinator began work on the volunteer handbook during week six with assistance from the media staff. The writer updated tally forms, continued individual training, and attended the 1994 conference of Florida Association for Media in Education (FAME). It had been planned to make a chart of assigned duties during this week, but there was not enough time.

Several changes occurred during week seven. The one volunteer in Target Group I became a part time substitute for the media specialist who was on medical leave. However, the writer finally was able to make contact with two prospective volunteers. One, a retired media specialist,

began volunteering one day a week and the other, a parent, began volunteering on Wednesday evenings. Therefore, these new volunteers were given the tally form and individual training began for them. All volunteers were given note pads from FAME.

Three more students became part of Target Group III during this week also. Students who volunteered in the media center after regular school hours made up Target Group III. These students came from Media Production and Television Production classes. Originally, the author had planned to invite the Volunteers of Public Service (VPS) class to participate, but it was learned that the class would not be held until second semester. Those students in production classes performed duties such as editing videos, creating bulletin boards, entering data into the electronic card catalog, and printing barcodes.

Ongoing individual training was continued for all target groups during week eight. Informal discussions with Target Group II were also held. They appeared to be satisfied with training and tasks assigned. The conclusion of a formative evaluation made during this week was that volunteers in a high school setting are almost impossible to find. There has been no response from the newsletters sent out earlier in the implementation period. Halloween goodies and thank you notes were given to all volunteers.

The program coordinator worked with the writer on the handbook during week nine. Surveys were given to the two new volunteers in Target Group I. It was decided, at this point, to ask the volunteers to

complete this survey only once as there seemed to be some hesitation concerning the anonymity of the survey. There were now five volunteers in Target Group III. Informal discussions were held with them in order to evaluate their progress and training.

All paid and volunteer staff members kept a record of completed tasks during week 10. These tasks included assisting students and teachers, scheduling, teaching, processing and circulating materials, producing materials, and numerous other duties. The program coordinator finished the text of the volunteer handbook. Pencils were given to all volunteers. The last formative evaluation concluded that the assigned duties chart is a great idea, but in reality, it doesn't work because it takes too much time. Also, the monthly calendar doesn't work with such a small number of volunteers, especially if they don't want to commit to a certain day or time. Finally, the reception to recognize volunteers would have to be postponed until the media staff was back to normal capacity.

A chart with assigned duties for each volunteer to be updated weekly was planned, but this chart was never completed. The original plan was for the program coordinator to complete the weekly updates, but it was discovered that the plan was unrealistic since the coordinator was not aware of all the tasks needing to be done. This plan would not work without weekly updating and expecting any media staff to accomplish that task was unrealistic because of the absence of one media specialist.

However, the writer remained hopeful that the media aide could eventually be responsible for the chart of assigned duties.

It had been planned to mail a monthly calendar to all Target Group I volunteers with each one's schedule listed on the calendar. Except for the parent who volunteers on Wednesday evenings, none of them were willing to commit to a regular schedule. Understandably, they wanted to vary their schedules according to their own obligations and according to the media center's schedule. Therefore, the calendar was not sent. The author had also planned to hold a holiday reception with school and district administrators invited to recognize media center volunteers. Due to the unexpected turn of events, this plan was postponed until a later date.

A student in Target Group III developed graphics for the handbook during week 11. Two new volunteers who were former students came in during that week. They worked in the television studio. Since they were former production students, they did not need extensive training. They were given the survey and tally forms. All paid and volunteer staff members kept track of completed tasks.

The National Honor Society volunteers became a part of Target Group III during week 12. When first invited to participate in the volunteer program, they displayed very little interest in the project.
However, when one of the assistant principals at the target school requested that National Honor Society members begin a tutoring program to be held on Wednesday evenings in conjunction with the media center's

program, they agreed. The tutoring program was initiated during the last week of the implementation period, but it was decided to count those students in Target Group III.

Also during that week, the handbook was completed, the tally forms were updated, and the completed tasks were recorded. Surveys were distributed to all media center duty teachers to determine any improvement in their satisfaction with working in the media center and in the training they received to complete their duties.

The Open House flyer was successful in recruiting one parent volunteer. This parent began volunteering on Wednesday evenings. Although the staff at RSVP was very helpful and put notices in their monthly newsletters, they received no response from potential volunteers.

CHAPTER IV

Results

The goal of this practicum was to establish a Media Center Volunteer Program that would increase the skills and knowledge of the volunteers and increase the efficiency of service to the school's students and staff. Following are the results of the practicum.

Objective number one stated that, over a period of 12 weeks, Target Groups I and III will increase in number by 100 percent as measured by the Volunteer Program Tally (Appendix C, p. 43). The Volunteer Program Tally was used to determine the number of volunteers participating in the program in Target Groups I and III. Each volunteer completed a tally form with vital information such as address, phone number, age, and birthdate. The form also had information as to each person's reason for volunteering, the hours and days each person was available, and any special needs, skills, and preferences each person may have possessed. The number of tally forms at the end of the implementation period, which was 14, was used to evaluate objective one. Since there was only one volunteer at the beginning of the program and 14 at the end of the program, the goal of an increase of 100 percent was reached and objectiive number one was successful.

Objective number two stated that, after a period of 12 weeks, 80 percent of Target Group II will demonstrate increased satisfaction with working in the media center and with training received to complete assigned tasks as evidenced by completion of the Duty Teacher in the Media Center Survey (Appendix D, p. 45). The Duty Teacher In The Media Center Survey, which was given to duty teachers at the beginning and the end of the implementation period, questioned duty teachers about their attitudes concerning duty in the media center. The survey asked about the scheduling time and value of the training sessions. It also questioned the appropriateness of tasks assigned to duty teachers. With seven people in the target group, 5.6 of them would have to demonstrate increased satisfaction. Appendix D (p. 45) shows the results of the surveys. There was little difference between the first and second surveys; therefore, this objective was not successful.

Objective number three stated that, after a period of 12 weeks, a 20 percent increase in the amount of tasks completed will be verified by the Chart of Completed Tasks to be completed by paid and volunteer staff members (Appendix E, p. 47). The Chart of Completed Tasks was used during weeks one, 10, 11, and 12 to record all tasks completed by each paid and volunteer media staff member. The data from week one was compared to weeks 10, 11, and 12 in order to assess objective three in the Completed Tasks Comparison (Appendix H, p. 54). Since the total number of tasks completed during the first week was 684, a total of 820.8 tasks would need to be completed during one of the last three weeks to

accomplish the 20 percent increase. Since the average number of tasks completed during the last three weeks was 3,548, the increase more than met the goal of 20 percent. Therefore, objective number three was successfully met.

The volunteer handbook was not included in any of the objectives; however, it was suggested in the faculty review of the proposal that the handbook be evaluated. Consequently, the author made the decision to include the handbook as an attachment to the final report and to have it evaluated by the media staff and experienced volunteers. The text of the handbook was written by the program coordinator and the graphics were done by a Media Production student who is a member of Target Group II. Two media staff members and three members of the target groups evaluated the handbook using the form in Appendix I (p. 56). A perfect score of five was given to the handbook by all five who evaluated it.

CHAPTER V

Recommendations

The writer plans to continue the volunteer program indefinitely. Twelve weeks is not sufficient time to get a volunteer program into full operation. It is hoped that the RSVP monthly newsletter will eventually produce a few more volunteers. A chart of assigned duties will be developed and managed by the media aide. The writer plans to hold a reception to honor all volunteers in the spring. The VPS class will be invited to join the media center's volunteer program.

One of the most successful strategies used in the volunteer program was giving the volunteers rewards of some kind every two weeks. Most of the rewards were inexpensive and were accompanied by a small thank you note. All of the volunteers enjoyed the constant reminders that they were appreciated and that strategy will be continued.

The writer also plans to share the volunteer handbook with other media specialists in the target school district. The media specialist will offer to conduct a workshop on media volunteers at professional conferences such as Florida Association for Media in Education (FAME). The author is also considering writing an article about the program for a professional journal.

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APPENDICES

APPENDIX A

Criteria for High Service Statistics for High Service Programs

APPENDIX A

Criteria for High Service

1. Offers a sequential program of library skills instruction.
2. Coordinates library skills instruction with classroom instruction.
3. Informally instructs students in the use of various types of materials and equipment.
4. Conducts inservice education for teachers in the effective evaluation, selection, and use of media.
5. Assists curriculum committee in selecting appropriate materials and media program activities for resource units and curriculum guides.
6. Helps individual teachers to coordinate media program activities and resources with subject areas, units, and textbooks.
7. Helps teachers to develop, select, implement, and evaluate learning activities requiring various types of media.
8. Provides teachers with information about new educational and media developments.
9. Provides reference assistance to teachers.
10. Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability.
11. Helps students and teachers find and use relevant information sources outside the school.
12. Provides interlibrary loan services to students.
13. Provides interlibrary loan services to teachers.
14. Provides reading/listening/viewing guidance to students.
15. Helps parents realize the importance of assisting their children to understand the benefits of reading, listening, and viewing for pleasure as well as for gaining information.
16. Coordinates in-school production of materials required for instructional use and other activities.
17. Provides technical assistance to students in the production of materials.
18. Provides technical assistance to teachers in the production of matierals.
19. Coordinates textbook selection, ordering, and distribution program in school.
20. Coordinates school-operated radio station.
21. Coordinates video production activities in school.
22. Coordinates cable or other TV transmission and utilization activities in school.

FROM: American Association of School Librarians and Association for Educational Communications and Technology. Information Power: Guidelines for School Library Media Programs. Chicago: American Library Association, 1988, p. 116.

APPENDIX A

Statistics for High Service Programs

High Service Programs in High Schools with Enrollments over 1000

Staff	Percentile Level		
	75	90	95
Full-time Equivalent (FTE) certified professional staff	2.0	3.0	3.0
FTE Other Professional Staff	.0	.1	1.0
FTE Nonprofessional staff	2.8	3.8	5.1
FTE Total Paid Staff	4.7	6.0	8.1
FTE Adult Volunteers	.0	2.4	5.0
FTE Student Volunteers	18.8	34.4	47.4

FROM: American Association of School Librarians and Association for Educational Communications and Technology. Information Power: Guidelines for School Library Media Programs. Chicago: American Library Association, 1988, p. 123.

APPENDIX B

Media Center Needs Assessment

APPENDIX B
MEDIA CENTER NEEDS ASSESSMENT

Please circle the appropriate number for each item, indicating to what degree the media center provides that service. Four indicates to a large degree, three indicates to some degree, two indicates seldom, and one indicates never.

Results of the assessment are in parentheses.

1. The media center staff coordinates library skills instruction with classroom instruction.
4 (0) 3 (2) 2 (3) 1 (2)

2. The media center staff informally instructs students in the use of various types of materials and equipment.
4 (1) 3 (2) 2 (4) 1 (0)

3. The media center staff conducts inservice education for teachers in the effective evaluation, selection, and use of media.
4 (0) 3 (1) 2 (5) 1 (1)

4. The media specialists assist the curriculum committee in selecting appropriate materials and media program activities for resource units and curriculum guides.
4 (0) 3 (1) 2 (1) 1 (5)

5. The media center staff helps teachers to develop, select, implement, and evaluate learning activities requiring various types of media.
4 (0) 3 (2) 2 (2) 1 (3)

6. The media specialists provide teachers with information about new educational and media developments.
4 (1) 3 (3) 2 (1) 1 (2)

7. The media center staff provides reference assistance to teachers.
4 (1) 3 (2) 2 (4) 1 (0)

8. The media center staff assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability.
4 (0) 3 (5) 2 (2) 1 (0)

9. The media center staff helps students and teachers find and use relevant information sources outside the school.
4 (0) 3 (2) 2 (3) 1 (2)

10. The media center staff provides interlibrary loan services to students and teachers.
4 (1) 3 (3) 2 (0) 1 (3)

11. The media center staff provides reading/listening/viewing guidance to students.
4 (0) 3 (0) 2 (6) 1 (1)

12. The media center staff coordinates in-school production of materials required for instructional use and other activities.
4 (1) 3 (1) 2 (4) 1 (1)

13. The media center staff provides technical assistance to students and teachers in the production of materials.
4 (0) 3 (1) 2 (5) 1 (1)

14. The media center staff coordinates video production activities in school.
4 (2) 3 (2) 2 (0) 1 (3)

15. The media center staff coordinates cable or other TV transmission and utilization activities in school.
4 (1) 3 (2) 2 (2) 1 (2)

APPENDIX C

Volunteer Program Tally

APPENDIX C
VOLUNTEER PROGRAM TALLY

NAME:

MAILING ADDRESS:

HOME PHONE NUMBER: WORK PHONE NUMBER:

AGE OR GRADE:

BIRTHDAY:

IF PARENT OR GRANDPARENT OF SAHS STUDENT, PLEASE LIST NAMES OF STUDENTS:

WHAT IS YOUR REASON FOR VOLUNTEERING?

HOW DID YOU LEARN OF THE MEDIA CENTER'S VOLUNTEER PROGRAM?

HOURS AND DAYS AVAILABLE:

SPECIAL SKILLS:

SPECIAL NEEDS:

DO YOU PREFER TO WORK ALONE OR WITH OTHERS?

DO YOU PREFER WRITTEN OR SPOKEN DIRECTIONS?

PLEASE FEEL FREE TO MAKE ANY OTHER COMMENTS.

APPENDIX D

Duty Teacher in the Media Center Survey

APPENDIX D
DUTY TEACHER IN THE MEDIA CENTER SURVEY

Please circle the appropriate number for each item, indicating five for strongly agree, four for agree, three for disagree, two for strongly disagree, and one for not applicable.

(Results of the surveys are in parentheses. The first number indicates the first survey and the second number indicates the second survey.)

1. Media center duty teachers are sufficiently trained to assist in the center.

5	4	3	2	1
(0)(1)	(5)(5)	(2)(1)	(1)(0)	(0)(0)

2. The media specialists rely on the duty teachers for assistance.

5	4	3	2	1
(3)(2)	(2)(5)	(1)(0)	(0)(0)	(2)(0)

3. The media specialists should spend more time training the duty teachers.

5	4	3	2	1
(0)(2)	(2)(2)	(4)(3)	(1)(0)	(1)(0)

4. Tasks assigned to duty teachers are appropriate.

5	4	3	2	1
(4)(4)	(3)(3)	(0)(0)	(0)(0)	(1)(0)

5. Training sessions would help me perform my duties in the media center.

5	4	3	2	1
(4)(2)	(2)(5)	(2)(0)	(0)(0)	(0)(0)

6. Training sessions should be held during the common planning period before school.

5	4	3	2	1
(2)(0)	(2)(1)	(2)(2)	(2)(4)	(1)(0)

7. Training sessions should be held on a planning day.

5	4	3	2	1
(2)(2)	(3)(1)	(2)(3)	(2)(1)	(0)(0)

8. The training sessions enhanced my understanding of media center tasks.

5	4	3	2	1
(2)(1)	(1)(5)	(0)(0)	(0)(0)	(5)(1)

9. The media specialists should give more recognition to duty teachers.

5	4	3	2	1
(0)(1)	(1)(0)	(2)(3)	(2)(1)	(3)(2)

APPENDIX E

Chart of Completed Tasks

APPENDIX F
CHART OF COMPLETED TASKS

Week:

Day	1	2	3	4	5
# completed					

Category 1
- Assisting students with research, computer, copying, find materials,etc.
- Assisting teachers with research, computer, copying, find materials, etc.
- Checking passes
- Manning circulation desk

Category 2
- Consulting with teachers about materials
- Scheduling classes, etc.
- Consulting with administrators
- Consulting with other media specialists
- Ordering material
- Grading tests, etc. of media production students

Category 3
- Editing videos
- Repairing or cleaning equipment
- Changing toner, paper, etc.
- Scheduling equipment use

Category 4
- Filing magazines
- Filing microfiche
- Filing cards

Category 5
- Processing periodicals
- Processing new materials

Day	1	2	3	4	5
# completed					
Unpacking and setting up new equipment					
Learning how to use new equipment or software					
Entering information into computer					
Category 6					
Shelving books					
Straightening shelves					
Checking in materials					
Checking out materials					
Prepare daily newspapers					
Category 7					
Teaching classes					
Teaching individual students					
Teaching inservice workshops					

APPENDIX F
SAMPLE OF DAILY JOURNAL

APPENDIX F
SAMPLE OF DAILY JOURNAL

WEEK THREE, DAY FIVE

As of today have the following tallys: one for target 1 and one for target 3. Ongoing training (individual) with target 2. Will try again to find out about school coordinator.

WEEK FOUR, DAY ONE

Supposed to have orientation meeting with potential volunteers, but have no potentials at the moment so that will have to be postponed. Have hopes that flyer from last week will produce some results. School coordinator has not been hired yet--haven't even started interviews yet. Ongoing training for targets 1 and 2. Will have informal meetings with target two and three this week to evaluate.

WEEK FOUR, DAY TWO

Interviews for coordinator will begin this week. Was too busy today for concentration on project. It did get approved this morning by SIT. Will begin informal meetings with target 3 tomorrow and target 2 on Thursday and Friday. Remember to give bookmarks and apples.

WEEK FOUR, DAY THREE

Prepared little thank yous for all volunteers with thank you note, bookmark, and apple. Talked to mentor yesterday evening. He said that getting volunteers into high schools is next to impossible. He will make a call down to county to encourage RSVP coordinator to hurry up with names. Will conduct informal interviews Thursday and Friday.

APPENDIX G

Individual Volunteer Survey

APPENDIX G
INDIVIDUAL VOLUNTEER SURVEY

Please circle the appropriate number for each item, indicating five for strongly agree, four for agree, three for disagree, two for strongly disagree, and one for not applicable.
Results are in parentheses.

1. I enjoy volunteering in the media center. 5 4 3 2 1
   (5)
2. The media specialists fully appreciate the time given by volunteers.
   5 4 3 2 1
   (5)
3. Tasks assigned to me are appropriate for my abilities and time.
   5 4 3 2 1
   (3) (1) (1)
4. I feel that more training is needed.
   5 4 3 2 1
   (1) (1) (3)
5. The training sessions enhanced my knowledge of media center tasks.
   5 4 3 2 1
   (1) (2) (2)
6. My reasons for volunteering are being met.

   5 4 3 2 1
   (4) (1)
7. What do you like best about volunteering in the media center?
   Working with students. Doing research. Like media centers. The people.
8. What do you like least about volunteering in the media center?
   Noisy students. Rude students. A boring task. Shelving books.
9. What changes would you make?
   Too many people behind circulation desk. None.

Comments:

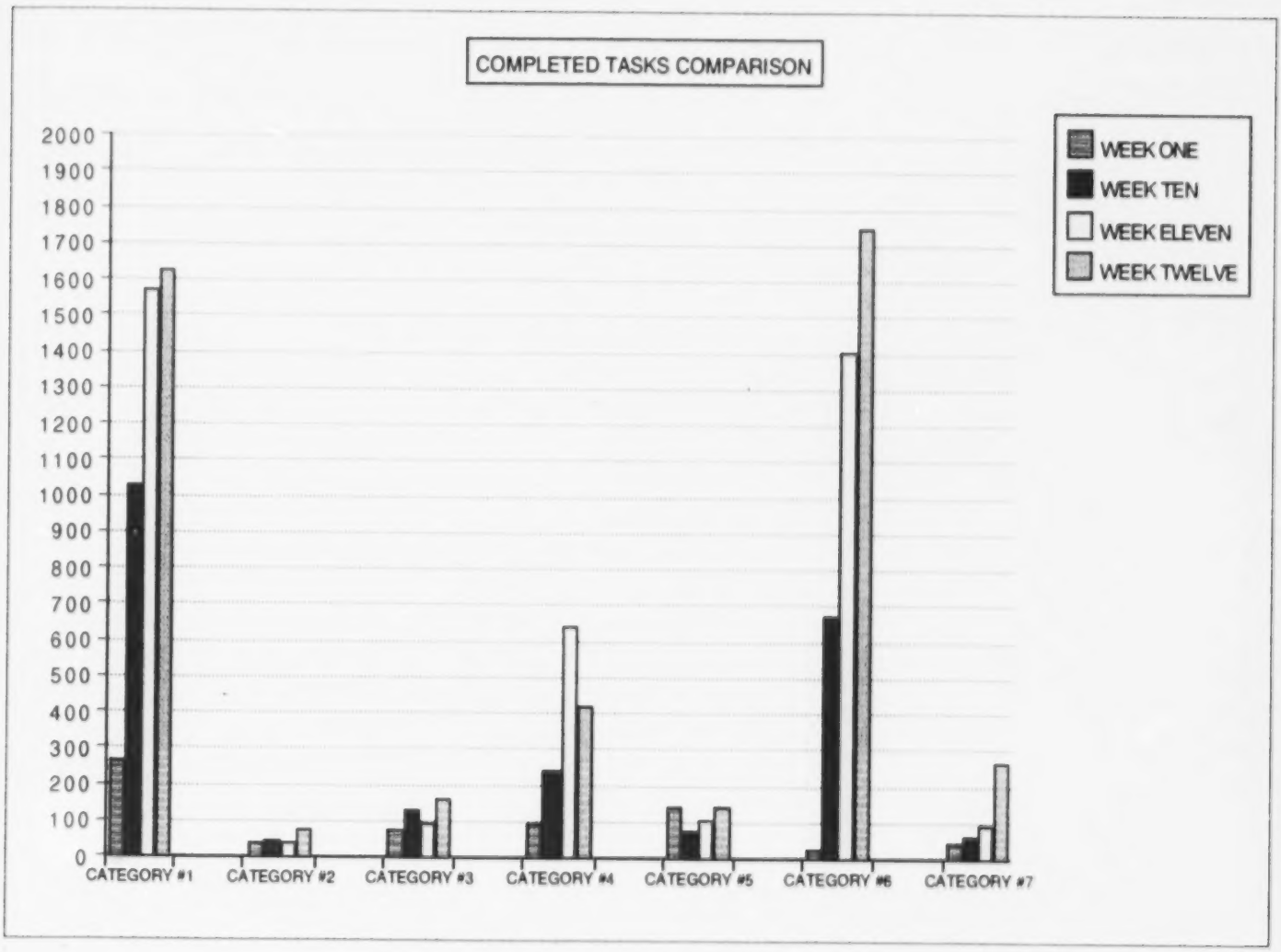
_____

_____

_____

APPENDIX H
COMPLETED TASKS COMPARISON

APPENDIX H
COMPLETED TASKS COMPARISON



APPENDIX I
VOLUNTEER HANDBOOK EVALUATION

APPENDIX I

VOLUNTEER HANDBOOK EVALUATION

Please evaluate the handbook by rating each item on a five point scale with five indicating outstanding, four indicating very good, three indicating average, two indicating needs improvement, and one indicating no help at all.
Results are in parentheses.

1. The volunteer handbook is well organized. 1 2 3 4 5
(5)
2. The handbook is easy to use. 1 2 3 4 5
(5)
3. The instructions are clear, concise and easy to follow.
1 2 3 4 5
(5)
4. The graphics are clear, concise and easily identified.
1 2 3 4 5
(5)
5. The volunteer handbook is an effective tool for volunteers.
1 2 3 4 5
(5)

Please feel free to comment further. _____

_____

_____